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## Community Mobilization for Female Sex Workers

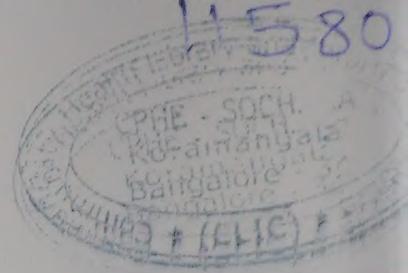
Facilitating the Establishment of  
Community-Based Organisations  
for Female Sex Workers



Karnataka Health Promotion Trust



UNIVERSITY  
OF MANITOBA



## **Community Mobilization of Female Sex Workers: Module 4- Facilitating the Establishment of Community-Based Organisations for Female Sex Workers**

is the fourth module in a series of five  
on empowering female sex workers  
and their communities.

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Consultant

*The photographs in this module have been used  
with the consent of the community.*

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# PREFACE

The Community Mobilization of Female Sex Workers manual is a series consisting of five modules including:

- Module 1 - Introduction and Overview
- Module 2 - A Strategic Approach to Empower Female Sex Workers in Karnataka
- Module 3 - Enhancing Self-esteem and Dignity among Female Sex Workers
- Module 4 - Facilitating the Establishment of Community-Based Organizations for Female Sex Workers
- Module 5 - Encouraging Responsive Governance of Community-Based Organizations for Female Sex Workers

Module 4- Facilitating the Establishment of Community-Based Organizations for Female Sex Workers, focuses on the second step in a three part series of capacity building programs. It aims to mobilize communities to form strong and effective community-based organizations (CBOs) that can challenge power structures, while creating a strengthened environment. But before this can be done these community groups must come together to identify their unique problems and search for appropriate solutions. KHPT will ensure that the community members understand how a CBO is organized around a set of membership roles, rules and requirements to promote group action. With a well-represented and democratically elected leadership, the CBO can help ordinary members achieve their goals through effective action that facilitates working together for a common cause.

**Karnataka Health Promotion Trust**

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# 1

## Identifying Problems and Finding Group Solutions

Mobilizing communities signifies a key shift in approach, moving from attributing change to individual efforts, to focusing on the strength of working together as a group for community-based interventions. As an approach, mobilizing for change aims to bring about a shift in power and ownership: from individual hands to the hands of the people, from private to group. Because society has denied female sex workers (FSWs) self-respect and dignity, they often lose hope and live in a constant state of resignation. In such a state, individuals do not have the strength to stand up against a society that continues to exploit them and deny them their most fundamental human rights.

Historically, groups that have worked together have been more successful in bringing about major changes in society by challenging oppressive values. This has led to the initiation of movements for change in favor of vulnerable and exploited people in many parts of the world. In India, mobilizing groups of FSWs is widely recognized as the Sonagachi model. With the current threat of HIV and AIDS, the need to mobilize and strengthen FSW groups is critical.



## Session 1: Problems and hurdles faced by FSWs

### Objective

- To identify specific problems and hurdles faced by FSWs.

### Expected outcome

- The participants will gain a clear picture about the problems and hurdles they face every day.

### Notes to the Facilitator

The problems or hurdles associated with sex work are different from other problems seen in other professions. FSWs can face dangerous situations that include: harassment by brothel keepers, or pimps; health related problems, including HIV; police harassment; anti-social elements or rowdy patrons; and societal stigma and discrimination. These problems and hurdles have placed FSWs in a vulnerable situation.

### Methodology

Group brainstorming, reflection activity with pictures, role plays and discussion.

### Time

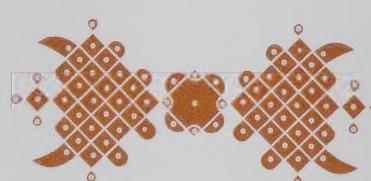
1 hour and 30 minutes

### Materials Required

Marker pens, large sheets of paper, set of pictures that depict the typical problems or hurdles faced by FSWs.

### Activity Steps

1. In the large group, one facilitator will ask the participants to spontaneously call out their response to the question, "What are the problems and hurdles faced by your community?" Any answer given will be recorded on a sheet of paper by the second facilitator and promptly displayed. No response will be commented on, either positively or negatively, or deleted.
2. Facilitate a group discussion to prioritize the important problems and hurdles among those listed. Create a final list of important problems and hurdles that the group has identified. Keep this list to use in Session 3.
3. Divide the large group into smaller groups of 4-5 participants. Assign each group one of the identified problems or hurdles and give each group a picture(s) that reflect this problem or hurdle. Ask the group members to discuss this problem in depth so that they have a clear understanding of the immediate and long term problem and its overall cause.
4. To share this problem with everyone, ask each small group to develop a short role play of the problem they have just discussed.
5. Share the role plays in the large group.
6. Encourage the participants to comment on the role plays and to ask questions about each groups' performance. Ask them if they now have a better understanding of some of their most important problems and their overall causes.



## Session 2: Root causes of problems

### Objective

- To realize the importance of identifying the root causes of problems.

### Expected outcome

- The participants will understand that we all have a contribution to make to find solutions to the problems affecting our society.

### Notes to the Facilitator

Generally people expect instant solutions to their problems. For example they apply ointment to an itchy skin rash for instant relief. After this they continue the same treatment wherever the rash appears and this habit grows on them. The itchy skin rash cannot be cured by mere external application of ointment unless a thorough diagnosis is done. Looking deeper into a problem to get insight into the root cause can be a more lasting solution to many of our problems. Participants need to realize that long term solutions to problems lies in understanding the root causes and effectively controlling them. This is much like taking necessary steps to prevent the itch, rather than smothering it with ointment every time a rash appears.

### Methodology

Storytelling and analysis.

### Time

45 minutes

### Materials Required

A copy of Gangamma's story

### Activity Steps

1. Narrate this story:

Four years ago, Gangamma, a woman belonging to the lower strata of society, lost her husband. She supported her aged parents and her five-year-old child by doing domestic work in the homes of her neighborhood. Now she is an indispensable part of many households in her village. Unlike some other women of her community, she had no vices like drinking alcohol or chewing tobacco. She enjoyed robust health and always presented a perfect picture of health, joy and happiness.

One day she developed acute pain in her stomach that she thought was a common ailment and drank a home remedy. When the pain in her stomach showed no signs of abating, she decided to visit the village doctor, who was known for his healing powers. Besides, the government hospital was much too far from the village.

After a quick glance at Gangamma, the village doctor gave her some pills with a casual remark that it would cure all her pains. Upon reaching home Gangamma took these pills as advised by the doctor. Now the pain in her stomach was accompanied by vomiting and diarrhea. She began to feel very weak from this new ailment. She now paid another visit to the same doctor along with her mother. The doctor cursed her for gulping those pills on an empty stomach and gave her some root extract. No sooner had she drunk that concoction than she fell on the ground, unconscious. After a casual examination of the patient, the doctor declared that she was beyond hope of living.

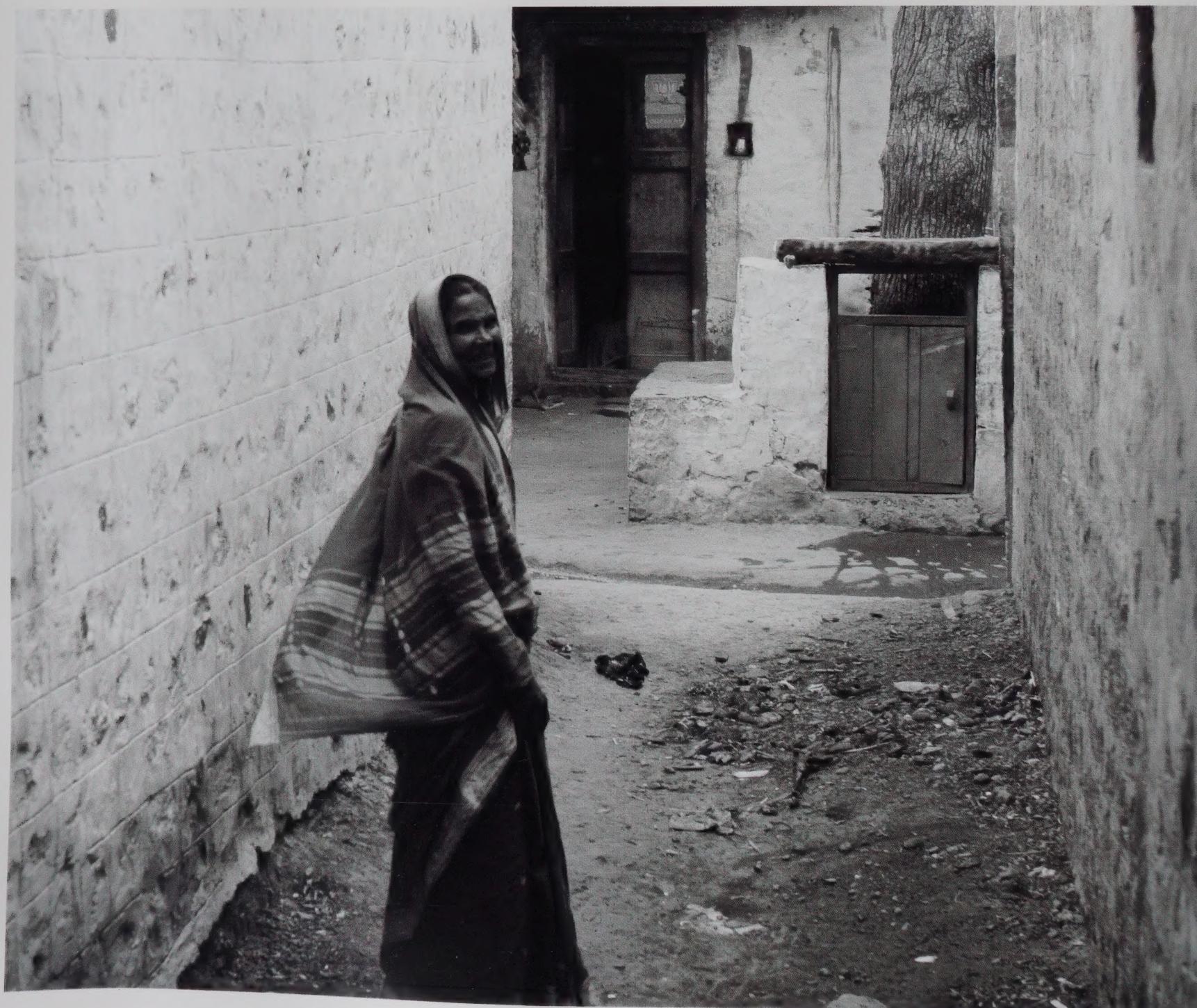
Her mother and other patients who had come to the clinic made a last ditch effort to save her life by taking her to the government hospital. The doctors there did many tests to find out exactly what was wrong with Gangamma. When they found out, they treated her with the correct medicine. After a week Gangamma was back at work and as healthy as ever. To enquiries after her health she casually replied that it was gastric something which had troubled her and now she was feeling all right.

## Identifying Problems and Finding Group Solutions

2. Ask the participants the following questions. Encourage them to discuss their answers with one another.

- Why did this happen?
- Who was at fault? Gangamma or the doctor?
- What external environment contributed to how Gangamma or the doctor acted?
- What would have been the best way for Gangamma to deal with her illness?
- What would have been the best way for the doctor to treat Gangamma?

3. Highlight the root causes of the problem: when the village doctor gave Gangamma medicine without studying the symptoms, this strategy only aggravated the situation. Therefore, if finding cures for the problems affecting our society is the objective, we must develop a clinical and analytical approach to find the right solutions.



## Session 3: Traits within society

### Objective

- To understand contemporary social realities.

### Expected outcomes

- The participants will understand how societal attitudes breed inequities.
- The participants will understand how certain societal factors can force women into sex work.

### Notes to facilitator

This session is about understanding the traits within the society that are responsible for the vulnerability of women. The society as a whole is neither just nor inclusive. Power dynamics exist at all levels. Specially, in a patriarchal society, women are discriminated against. It is therefore important to get a better understanding of our society so that we are able to find ways to tackle issues that are applicable to our lives. The pictures to be used for the session are in Annex 1. Pictures specific to the different contexts of the participants can also be used.

### Methodology

Reflection and analysis.

### Time

45 minutes

### Materials Required

Copies of the pictures reflecting social attitudes in Annex 1

### Activity Steps

1. Ask the participants to form small groups and give each group a pair of pictures. Each of these pictures reflects a certain social attitude/reality. If the training group is large just give one picture to each group.

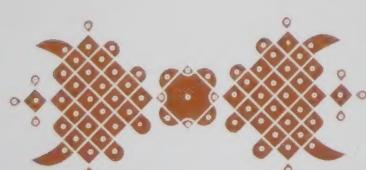
2. The ten pictures represent the following situations:

1. Rich young men teasing and exploiting poor women.
2. A land lord standing near his irrigated farm and the landless poor working for him.
3. The gap between the rich and the poor.
4. Differences in the wages of women and men.
5. Migration of unemployed laborers.
6. Domestic violence.
7. Pimps making money at the sex worker's expense.
8. Discrimination in villages on the grounds of caste and class. In some villages of India access to water is denied to people from 'low' caste.
9. Violence and abuse of women especially female sex workers.
10. Child marriage.

3. Each of the groups should discuss their pictures for approximately fifteen minutes before sharing their ideas with the large group based on the following questions:

- What are the reasons for these inequalities in our society?
- Do we still face them?
- In what ways have these realities affected our lives?
- What can we do to change them?

4. Conclude the session by noting the similarities and differences in the groups' responses and ensuring everyone's voice was heard. Highlight the fact that there are deep rooted inequities within society that need to be addressed and changed. Although this might be a slow process, for FSWs it is a fundamental step.



## Session 4: Finding solutions to problems

### Objectives

- To provide a strategy for first understanding the problem and then looking for a suitable solution.
- To make it clear that there is more than one way to solve any given problem.

### Expected outcomes

- The participants will realize that to solve a problem, one needs to get to the root of the problem.
- The participants will learn that with proper planning, any problem can be solved if it is tackled from all angles.

### Notes to the Facilitator

This exercise is about finding solutions to problems the participants face in their everyday lives. Sometimes people tend to address their problems with solutions that are not well thought out. This can often complicate the situation by creating new problems.

### Methodology

Reflection activity with pictures, followed by question and answers and discussion.

### Time

45 minutes

### Materials Required

Large sheets of paper, marker pens or chalk

### Activity Steps

1. Tell this story:

One morning a wild pig ran loose in a village and created havoc. It destroyed the gardens outside people's houses, frightened little children, and damaged the wheat drying outside. It was completely out-of-control. The pig also chased an eight-year-old boy and hurt him. The little boy was left bleeding on the road a long time before the villagers ran to help him.

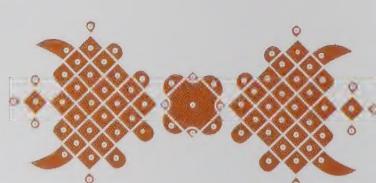
2. Then divide the participants into small groups and ask them to come up with as many solutions as possible to resolve the problem of the wild pig.

3. Ask each group to present their solutions. Ask the other groups if they agree with the solutions or can think of others. (Likely responses are: killing the pig, tranquilizing it, tying it up tighter, or putting it in a cage.)

4. Tell the participants the story of Hanuman saving Lakshman's when he was injured in battle. To get a medicinal herb that will save his friend Lakshman's life, Hanuman, the small monkey, grows big enough to be able to carry the huge 'Sanjeevini' mountain. Remind the participants that the moral of the story is that when faced with big problems, we have to grow bigger - both in mind and spirit, in order to overcome these problems.

5. Ask participants to recollect other well known stories of triumph in the face of extreme challenges.

6. Display the final list of problems and hurdles compiled in Session 1. Tell the group that if a problem is analyzed carefully, many possible solutions can be found. Every problem does not necessarily have to be looked at in just one way, but can be understood from different angles. Although solutions can be found for each problem, sometimes the process may take time to bear fruit. For example, as a solution to end police harassment, the FSWs may suggest suspending the local policeman. However, point out that another policeman will only take the place of the original one and the problem will continue. Stress to the group that a better short-term solution might be filing a case against the policeman and then fighting it in court. A long-term solution might be to start a sensitization program for the police and to advocate for better legal protection.



# 2

## Coming Together as a Group

A community-based organization (CBO) can be understood as a group bound by an ideology, upholding certain values and principles, while striving for the development of the community. Because society has oppressed and stigmatized FSWs, it is essential that they join together as a group to build an effective platform to raise their voices against all forms of oppression, injustice and exploitation. Through their own initiative, these FSWs can play a proactive role in changing the lives of their members by mobilizing resources for their development.

These FSW groups must emerge from the realization that unity is strength, and strength is unity. A strong community group is possible only when the members realize the need for solidarity. To move in this direction, it is essential that FSWs have a clear picture about the need for, and the goals and objectives of the CBO.

### Session 1: Threats to CBOs

#### Objective

- To highlight the importance of disruptive forces from both inside and outside weakening or destabilizing a CBO.

#### Expected outcome

- The participants will understand that not everyone will be willing to support the CBO and that it will be necessary to be aware of disruptive forces and find a balance between promoting goodwill and fighting injustices.

#### Notes to the Facilitator

CBOs can be the most effective platform for finding solutions to the problems faced by its members. But this is easier said than done. There will always be individuals within and without who will resist the formation and strengthening of a CBO. There is a need to understand the threats faced in forming a CBO, and then carrying on with its work.

#### Methodology

Balloon game.

#### Time

30 minutes

#### Materials Required

Balloons, string or rubber bands, gift-wrapped object as prize

#### Activity Steps

1. Ask the group to form a circle and give each participant a balloon and a piece of string or rubber band. Tell them to blow-up the balloons as big as they can and announce that the biggest balloon will win a prize.
2. After everyone has blown up their balloons, tell them to begin playing with the balloon to see how high they can make it go.
3. Because the balloons have been blown up very large, many of them will start to pop when they are bounced around because of the pressure on the inside and outside.
4. After about 10 minutes of play, or when almost all of the balloons have popped, stop the activity and give the person with the largest balloon left a prize.

5. Discuss what happened during the activity. Ask the participants these questions:

- Did the balloons break because of forces inside them or due to external factors?
- How and why did this happen?
- Who is likely to cause problems to a newly formed CBO?
- Why should others in the CBO keep an eye on such people?
- Is it possible to influence them so that they work to strengthen the CBO? How?

7. Sum up the discussion by saying that there are forces both within and outside an organization that can destabilize it. The CBO needs to have internal stability so that it can withstand destructive forces.



## Session 2: The need for CBOs

### Objective

- To be conceptually clear about the rationale for a common community-led agenda.

### Expected outcome

- The participants will learn that there is strength in forming and working together as a group, irrespective of the personal differences between members.

### Notes to the Facilitator

Even though CBOs are formed based on a belief that unity is strength, they can run into personality issues. This can divert the members from the community-led agenda. This activity can be used to highlight the various reasons why people come together to form associations and how social, economic, political, religious and cultural differences affect members' behavior. In spite of these differences, KHPT is convinced of the need to work together.

### Methodology

Large group activity and discussion.

### Time

60 minutes

### Materials Required

Paper copies of small denominations of the local currency, such as ten rupee notes, and multiple pictures of these shop items.

Set up a shop using these pictures of these shop items along with their prices in a corner of the training room.

Item	Price
Rice	30
Radio	50
Water	40
CBO Membership dues	40
Education fees	50
Beans	30
Matches	10
Pots	30
Bike	70
Petrol	30
Clothes	90
TV	70
Make-up	90

### Activity Steps

1. Distribute paper copies of small denominations of the local currency (totaling a hundred rupees) to all the participants.

2. Tell each participant that with their money they must buy at least two items, but must save a minimum of ten rupees.

3. After the participants finish shopping, ask them to form groups based on the items that they bought. (Usually several groups will be formed; one buying necessities, such as rice, beans, water, matches, and pots; another group buying long-term investments such as education fees or membership dues; then another group buying luxury items such as make-up.)

4. Now ask the groups to pool their savings together and try to buy additional items from the other groups.

5. After everyone is done shopping ask them to discuss these questions to identify and comment on their different purchasing strategies:

- Why did some people buy basic need items instead of luxury items?
- Did any of the participants pair up and buy things they both needed?
- What are some of the positive outcomes of working together as a group?

## Session 3: Objectives of a CBO

### Objective

- To understand the significance of deciding on and agreeing to specific objectives of the CBO.

### Expected outcome

- The participants will learn about the nature of both the long-term and short-term objectives agreed upon by the CBO.

### Notes to the Facilitator

The purpose of forming a CBO is to address specific problems through objectives. People sometimes refer to objectives as future plans. All CBOs must have objectives. When members of CBOs decide on their objectives, their future becomes clearer. Essential characteristics of objectives are that they must be specific, with measurable indicators, and be able to be put into action in a set period of time.

### Methodology

Small group drawing demonstration, brainstorming, storytelling and discussion.

### Time

1 hour and 30 minutes

### Materials Required

Large sheets of paper and marker pens

### Activity Steps

1. Divide the participants into two groups. Give each group a large piece of paper and some marker pens.
2. Ask the members of one group to each draw a straight line on the sheet of paper. The lines drawn will convey no definite image.
3. Next, ask the other group to draw a sketch of a house with each member drawing only a single line. The members will be able to create a definite image symbolized by the picture of a house.
4. Show the results from the second group to the first group. Ask everyone to discuss why the first group could not arrive at any specific figure whereas the second group was able to draw a picture of a house.
5. Stress the need for direction in whatever we do to achieve specific objectives.
6. In the large group, one facilitator will ask the participants to spontaneously respond to the question, "What are the objectives of coming together to form a CBO?" No response will be commented on, either positively or negatively, or deleted. Any answers given will be recorded on a sheet of paper by the second facilitator and promptly displayed.

Likely responses might be to:

- Build linkages with other organizations to get health education and health services.
- Raise literacy level among FSWs.
- Initiate and implement programs to ensure social security.
- Ensure provision of basic facilities.
- Advocate for free and compulsory education for their children.
- Initiate advocacy related activities and draw the attention of society and the government to the problems of the community members.
- Advocate for policy decisions that protect FSWs interests.
- Demand a separate commission to be set up by the government for the development of FSWs.
- End societal stigma and discrimination against FSWs.
- Achieve social, economic, political and cultural development and equality for FSWs.

7. Ask the group to have an open discussion to determine which of these objectives are specific, with measurable indicators, and could be put into action in a set period of time? Which of these objectives can be met in the short-term or in the long-term?

## Session 4: Advantages of membership in a CBO

### Objectives

- To convince the community members that acting as a group can bring important benefits to all.
- To develop skills of convincing others to participate in CBO-led objectives.

### Expected outcomes

- The participants will learn the importance of group efforts, and being united and organized, and hence the advantages of a CBO.
- The participants will be able to convince other members of their community that working together as a group is a good thing.

### Notes to the Facilitator

Even after understanding the objectives of a CBO the officeholders are likely to face questions from new members such as how they stand to personally benefit from joining. The question of profit will be uppermost in the mind of a new member when she joins. The officeholders must prepare themselves to effectively handle this situation by being able to convince positive potential members, or people who are reluctant to join, of the other advantages of being in a CBO. The advantages to individuals, linked to the goals and objectives of the CBO, need to be clearly stated and communicated.

### Methodology

Paper chain game, role play, and discussion.

### Time

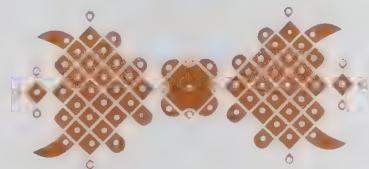
1 hour and 15 minutes

### Materials Required

Old newspapers, cut into thin strips; scissors, glue

### Activity Steps

1. Select two or three members from the group to be observers during the game.
2. Then ask for four volunteers and give all of them the paper strips and glue. Ask them to individually roll the paper strips like links in a chain and tell them to interlink individual links to form a chain. Tell them to make as many links as they can in five minutes. After five minutes, measure all the chain lengths by placing them side by side.
3. Divide the remaining participants into these four groups, but tie the hands of the original participants who started making the paper chain links.
4. Supply each of these groups with lots of paper strips and glue. Give each of these groups one minute to discuss and decide on a plan for making as many paper chains in the least amount of time. At the end of five minutes, measure the length of the chains prepared by each group.
5. Tell the observers to share their thoughts regarding the game with the large group. Ask them to discuss the following questions.
  - What was the difference in the length of the chains made individually and when completed by a group?
  - What can these shorter, incomplete chains be compared with?
  - Did the people whose hands were tied put in any effort during the activity?
  - Who can you compare the people whose hands were tied with?
  - How did the original participants feel when they had their hands tied?



- In what way did they benefit from the group working together?
- Why didn't anyone come forward to untie the hands of their friends?
- How can a CBO come to the aid of any member who is in need of help?

6. Ask for three volunteers to role play a situation in which a small group will try to convince other members of the community to join the new CBO. Now ask for three other participants to come forward to role play a group of reluctant community members. Take these three aside and discourage them from accepting the invitation to join the new CBO, no matter what positive reasons the other group gives for joining.

7. Tell the participants they have five minutes for the role play. Ask all the other participants to watch carefully and remember the positive argument for joining and the rebuttals to any negative responses. Start the role play.

8. At the end of the allotted time, ask if any of the three reluctant participants, or any of the larger group, was convinced that joining the group would be beneficial to them. If not, why not? (Likely responses are: they didn't understand the reasons; the reasons didn't apply to the FSWs situation.)

9. Tell the group that only when every member of their community, including all typologies of sex workers, is a member of their group, can it be strong and successful. If the participants want to convince other community members to join their CBO, they need to clearly state the objectives of the CBO and how each individual member can both contribute and benefit from joining. Ask them to discuss the following questions:

- What are the important techniques to use when trying to convince others?
- What local techniques of convincing are applicable to this situation?
- What can be done about people who cannot be convinced in spite of your best efforts?



## Session 5: Building self-esteem through CBO involvement

### Objective

- To enable participants to view themselves as important members of a group capable of contributing to the betterment of their community and society.

### Expected out-come

- The participants will realize that they are making valuable contributions to their community and society and that they should feel proud about the contributions they are making.

### Notes to the Facilitator

Low self-worth or lack of self-esteem is a major hindrance to forming and strengthening a CBO of sex workers. The thought of being associated with any particular organization raises a variety of fears in the minds of community members. Some of these fears that plague community members might be: "Will society rebuke me? Will my secret life come out in the open? Is this even possible for someone like me? Will our community organization gain the respect and value it deserves?" This session will bring these fears out in the open and reassure the participants by creating the right atmosphere to instill a sense of respect and esteem held for these women.

### Methodology

Inspiring stories and discussion.

### Time

60 minutes

### Materials Required

Banner with inspiring statement 'Tough times never last, but tough people do!'

### Activity Steps

1. Ask one or two volunteers to talk about their life experiences and how they overcame their difficulties. To make this process more relevant and sincere, the facilitator could begin by telling the group about her own life and her struggles.

2. After hearing several life experiences, ask the group to discuss the positive aspects that have been mentioned that help the speakers carry on in life despite their difficulties. (Likely responses could be: courage, patience, commitment, equality, interest, responsibility, cleverness, support, unity, and cooperation.)

3. Display this slogan on a banner in the training room, "Tough times never last, but tough people do!" Tell them that because they have joined a CBO means that they have been able to overcome most of the trials and tribulations in their lives. Now they have to continue to be strong and lead a fruitful and wholesome life. These thoughts should galvanize them to contribute to the CBO that has the objective of preventing HIV, along with many other stated relevant needs of the community.

4. For some participants among the group, this still may not be motivating enough as they might be very depressed from all the struggles they have been through in life. Narrate the following story:

A farmer lived in a village on a hill which had a severe scarcity of water. People walked long distances to fetch water and one woman carried water from the stream up to her house using a pole to balance two tins at either ends. One of the tins was cracked and only carried half the amount of water back up the hill. This tin became sad that it was only bringing half the amount of water that it should have been able to. Seeing the plight of the broken tin the woman took it along the route they traversed daily, and showed it the soft earth and the green grass that was growing all along the way where it had been dripping water. The woman then showed the dry earth without a blade of grass that was growing on the path under the other tin. The woman told the broken tin that she felt good about the greenery and the soft earth and told the pot to be happy.

5. Ask the participants what this story means to them. Let them discuss their feelings.

6. Sum up this session by telling the participants that they shouldn't be dejected about their lives or their standing in society because they are also contributing to the well-being of their community and that they are valuable members of society.



# 3

## Leading a CBO

The basic aim of the CBO is to enable its members to live in dignity and to create a positive environment so that the members can achieve their objectives. CBOs must have competent leaders and officeholders who can provide direction to the CBO and protect the interests of its members. However, the concept of leadership often rests on false assumptions and misconceptions. It is considered as something that is beyond reach, attributable to superhuman qualities of leaders. Yet leaders emerge every day from the communities to which they belong. Everyone is endowed with leadership qualities, but not everyone becomes a leader, either because society does not recognize their leadership qualities, or they are denied the opportunities to exhibit them.

FSWs often have a deep-seated inferiority complex that closes doors to the possibilities of providing leadership to their community. Only when they consider themselves on an equal footing with other members of society, and become a part of the mainstream, will leadership truly emerge. FSWs need strong leaders who have a deep understanding of the ground realities and the problems affecting the community, so that they can represent the true aspirations and hopes of the community.

Leadership is neither a status symbol nor an instrument for exercising our authority over others. A true leader recognizes the importance of both silence and speech in discharging her role as a leader. A person who assumes leadership in a particular situation may hand over the responsibility to another in a different situation. Taking the initiative is as important to a leader as allowing others to take command of the situation; she must represent her group, while paving the way for others to occupy the center stage.

Leadership is an outlook and a skill that can be acquired by anyone. What type of leader can help a CBO to achieve its objectives? Leaders must possess qualities of intelligence, perseverance, honesty, and clarity of purpose. Leaders must also possess strong people skills such as empathy and understanding to help bring the community together. These qualities must be identified and nurtured to prepare members to take on leadership roles within the CBO.

A good leader also needs effective communication skills to effectively represent the hopes and aspirations of the community at appropriate platforms – for initiating advocacy, networking for linkages or launching a campaign against issues affecting the community. The leader must command the respect of the community members so that they will follow her lead.

### Session 1: What is leadership?

#### **Objectives**

- To understand the chief characteristics and qualities of a leader.
- To encourage leadership among CBO members by highlighting the fact that leadership qualities are inherent in all of us and are not something linked to external sources.

#### **Expected outcomes**

- The participants will explore how the qualities and values of leaders have influenced them.
- The participants will realize that assuming any responsibility and taking any initiative reflects their leadership qualities.
- The participants will realize that a leader can arise in their midst.

#### **Notes to the Facilitator**

It is important to understand the qualities of a leader and how good communication skills play a crucial role in leadership. Although all of us are endowed with some leadership qualities in one form or the other, and may have exhibited these on several occasions, we do not act as leaders all the time. The reason for this may either be a lack of belief in our own abilities, or we may be unaware of our hidden potential to become leaders. This lack of confidence pulls us down and prevents us from taking the initiative to assume leadership in any given situation. In other words, lack of confidence hides our true potential.

# Leading a CBO

## Methodology

Reflection and analysis.

## Time

60 minutes

## Materials Required

Paper, markers and glue

## Activity Steps

1. Ask the participants, "Can you name a leader who has deeply influenced your life?" Ask them all to describe the qualities of that leader in detail.

2. List these qualities on a sheet of paper, display in the training room and then analyze each one. The facilitator can cite examples of leaders that they all can recognize such as mothers, fathers, teachers, community leaders. Ask for more examples.

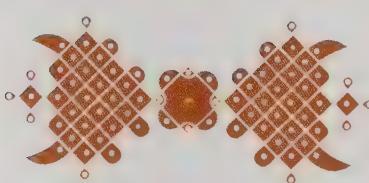
3. At one point in the discussion, inform the participants that you have heard that a pimp in a nearby village has initiated a 15-year-old girl into sex-work. Ask them to discuss this situation among themselves. The facilitator(s) should step back and let the participants proceed with their own plan of action.

4. After about 20 minutes, ask them if they are ready to take any action? What action is needed, how was that action decided upon, and who will do what?

5. Observe participants who have responded to your questions and whose names are being put forward to take action. Who seems to have taken the role of leading the discussion and making the decisions on the action plan?

6. Ask all the participants to discuss these questions:

- Which of the suggested actions needs leadership?
- What kind of leadership?
- How did the leadership emerge in this group?
- What are the qualities for good leadership?
- Are these qualities present in the women who have emerged as leaders in this situation?
- How have they demonstrated these qualities?
- Is this kind of leadership needed for the functioning of the CBO? If yes, why?



## Session 2: Types of leadership

### Objective

- To understand the importance of democratic leadership versus neutral, passive or dictatorial leadership styles.

### Expected outcomes

- The participants will understand that democratic leadership is the ideal and appropriate style of leadership to achieve the CBO's objectives.
- The participants will realize the positive impact of sharing responsibility within the CBO.

### Notes to the Facilitator

Leadership styles vary from organization to organization, depending on their objectives and membership profiles. The outlook and personality of an organizations' leaders also plays a crucial role in determining the leadership style. An understanding of the three most common styles of leadership will help participants decide what kind of leadership is best.

### Methodology

Exhibition competition for three groups.

### Time

60 minutes

### Materials Required

Locally available materials for the exhibition, including sheets of paper, marker pens, scissors, glue, old newspapers, staplers, and pins.

### Activity Steps

1. Ask the participants to form three groups.
2. Select one participant from each group to be the leader. Take these three people aside and give them the following instructions: One of them will cooperate with her group and facilitate completion of the task. The second member will remain aloof from her group without offering any cooperation to the group's activity. The third member will be bossy and dictatorial to her group, and not find anything positive about any of their ideas. Now tell these three participants to rejoin their respective groups.
3. Tell the three groups that the three selected people will lead each group in creating a visual presentation about a specific problem their community is currently facing using the available materials.
4. After approximately 30 minutes, ask all participants to observe the final visual presentations from each group. Ask different group members to make comments on each other's presentations.
5. Take a vote from the whole group as to which visual presentation was the best.
6. Clarify that the facilitator had asked each of the selected leaders to act in a particular manner. Now tell everyone to discuss any difficulties they had in creating their visual presentations. What were there impressions about the contribution of the leader and how this affected the group's performance?
7. Analyze the leaders' attitudes as perceived by the groups' members and ask them what kind of leadership produced the best outcomes. (Likely answers are: the democratic leadership produced the best outcome; the passive or neutral leadership did not motivate the members to give their best; the dictatorial leadership produced a negative outcome.)
8. Ask the whole group to discuss the following:
  - Are there other examples of how a leader with a dictatorial attitude might spoil the entire organization?
  - Are there other types of leadership?
  - Which is the ideal type of leadership? Why?

## Session 3: Working together with a common cause

### Objective

- To understand the significance of group leadership in strengthening a CBO.

### Expected outcomes

- The participants will realize that the CBO cannot run efficiently on individual efforts alone.
- The participants will understand the benefits of working together and how it affects the CBO's positive growth and development.

### Notes to the Facilitator

Leadership is not the exclusive domain of any single individual. A CBO cannot grow if it relies only on a single leader or they will eventually become stagnant. Leading a CBO takes a lot of energy and it is best if leaders give their best for a time, then let others take over after a while. Leadership needs to be first and foremost an organized group endeavor. This is achieved only when all the members have a common cause, work shoulder to shoulder and conduct themselves in a responsible manner. A combination of group identity, experience, and skills will help the CBO to achieve its objectives. Working together can enormously boost members' self-esteem and dignity, instilling courage to face present and future challenges.

### Methodology

Game

### Time

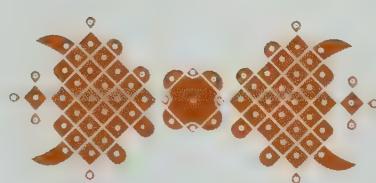
60 minutes

### Materials Required

Chalk, a ball, a roll of twine, scissors, sheets of paper, glue

### Activity Steps

1. Divide the participants into two groups. Use a piece of chalk to draw a square on the floor and ask the two groups to stand outside the square. Place a ball in the centre of the square.
2. Tell the participants that the objective is to get the ball from the center of the square. No one is allowed to enter the square. No one is allowed to touch the ball with their hands. The only materials the group can use to get the ball with are a roll of twine, a pair of scissors, and glue.
3. Give one group the roll of twine, a pair of scissors, and glue and ask the other group to observe all efforts to get the ball and to make sure the rules are followed.
4. The group trying to get the ball will gradually begin to come up with different ideas and suggestions. Finally, through accepting each others' ideas and suggestions, the group will be able to lift the ball from the center of the square.
5. Now, ask the other group to present their observations. Discuss each observation and how it demonstrated the importance of group leadership and organized efforts.
6. Now tell the other group to try and get the ball from the center of the square, using a new strategy, but following the same rules. When they get the ball, ask the whole group to discuss the following questions:
  - What does group leadership mean?
  - How can group leadership, or everyone working together, help the CBO?



# 4

## CBO Structure

Once community members are convinced about the need for working together to solve their own problems, it is natural that they would look forward to coming together to form a representative group that will gradually evolve into a strong entity. Using core democratic values like participation by all, consensus, and electing a leader acceptable to the majority of the members as the guiding principles of their CBO, they need to choose the best organizational structure. This will include thinking about, and deciding on, a set of membership roles, rules and requirements, including membership fees, that all members must adhere to so the group objectives can be achieved.

At the site-level, or sangha, the community members meet regularly to share information and experiences and try to find solutions to problems they have identified. In addition to HIV prevention and other health-related issues, their objectives could revolve around savings and credit activities, alternate income generation, literacy classes, and/or skill training.

As these sanghas begin to grow and become confident to reach out, they will come together at the sub-district level, or taluk-level, to form groups with different sanghas. This taluk-level forum will provide these diverse site support groups with a larger platform to come together, take decisions on issues of concern, and promote group action. These taluk-level groups will elect representative to send to the district level. A CBO will be formed when a group of 11-13 members have been chosen at the district level, and elect an Executive Committee to take forward its objectives. Thus, a CBO is a district-level federal structure, with representation from both the sangha-level and the taluk-level.

### Session 1: Levels of representation in a CBO

**Objective**

- To educate the participants about democratic group structures at different levels, i.e., site level (sangha), sub-district (taluk) and district level.

**Expected outcome**

- The participants will understand group structures at the site-level (sangha), sub-district (taluk) and district-level.

**Notes to the Facilitator**

After learning about the aims, objectives of a CBO and the advantages of being a member, such as gaining self-respect, self-esteem, and a new sense of responsibility for the community, it is now time to go to the next stage. Now is the time to learn about the structure and function of support groups at different levels that lead to the formation of CBOs at the district-level.

**Methodology**

Storytelling and discussions.

**Time**

1 hour and 30 minutes

**Materials Required**

Marker and chart paper

**Activity Steps**

1. Tell the participants to actively and thoroughly discuss the following questions:

- What should the group strength be at the sangha-level?
- How many sangha-level representatives should be in the taluk-level?

- What should the group strength be at the taluk-level?
- How many taluk-level representatives should be in the district level CBO?
- What should the selection criteria be for representatives?
- What should the election procedures be for the representatives?

2. The facilitator should write down the decisions on these points on a sheet of paper and display them in the training room.

3. Any misconceptions should be clarified using the following notes. For example, some participants may have a mistaken notion about the concept of membership and may not see the need for another group membership if they are already a member of a self-help group.

### CBO Representation Notes

#### At the basic site-level, or sangha-level:

- Individuals will come together to form small affinity support groups, or sanghas, that will have a minimum of 10 and up to 30 members who are usually from the same sex worker typology.
- Each sangha will select one or two representatives to the sub-district (taluk) committee, as suggested by the district CBO, with the approval of all the members.
- In case a sangha does not have a minimum of ten members, they can align themselves with other sanghas and form a cluster committee, and then select representatives to the taluk committees.

#### At the taluk-level:

- Different sangha-level groups will come together at the taluk-level to form taluk committees.
- These taluk committees will have a minimum of 10 and up to 30 members, who can provide a larger platform for these groups to come together, take decisions on issues of concern, and promote group action.
- Each taluk-level group will select one or two representatives as suggested by the district CBO to the district committee with the approval of all the members.
- In case a taluk-level group does not have a minimum of ten members, they can align themselves with other groups and form a cluster committee and select the representatives to the district committees.

#### At the district-level:

- The elected taluk-level representatives will become ordinary members of the district committee and will be able to take part in forming a CBO by voting for the Executive Committee members.
- Depending on the number of taluk committee members, the district committees will have 11-13 members. The number of members to be elected to the district CBO will be left to the discretion of the respective district committees.
- An Executive Committee with a Chairperson and Secretary will be democratically elected and various committees will be formed to explore broader subjects of concern including legal matters, networking, self-regulatory issues, entitlements, monitoring and evaluation plans, and financial matters.
- There should be a two-way communication channel between the sangha-level groups up to the district-level CBO, and vice versa. For example, the issues of concern to be discussed at the district-level CBO should evolve from stated concerns at the sangha-level and taluk-level and decisions regarding these concerns must be shared with all.

## Session 2: Executive Committee roles, responsibilities and rules

### Objective

- To understand the roles Executive Committee members can play in a district-level CBO and the responsibilities pertaining to these CBO representatives.

### Expected outcome

- The participants will learn about issues related to the CBO's Executive Committee roles, responsibilities, and rules.

### Notes to the Facilitator

To achieve its own objectives, every organization has its own unique membership requirements. Because many groups of FSWs have joined together to form successful CBOs, there is a set of standard roles, responsibilities, and rules for executive members of a CBO. However, these must be clearly defined based on needs. The Societies Registration Act also contains directions regarding executive membership.

### Methodology

Brainstorming and lecture.

### Time

2 hours

### Materials Required

Marker and chart paper

### Activity Steps

1. In the large group, one facilitator will ask the participants to spontaneously respond to the question, "What are some of the roles Executive Committee members need to assume in order for a CBO to achieve its objectives?" No response will be commented on, either positively or negatively, or deleted. Any answers given will be recorded on a sheet of paper by the second facilitator and promptly displayed.

2. Using a table similar to below, discuss the responsibilities that go with each role. Write them down and display in the training room.

Likely answers could be:



**Executive Committee Members**

Role	Responsibilities
<b>President</b>	<ul style="list-style-type: none"> <li>- Head of the CBO</li> <li>- Oversee all activities of the CBO</li> <li>- Convene and chair all meetings of the CBO in consultation with the Secretary</li> <li>- Has the right to cast discretionary vote</li> <li>- Will sign all the agreements on behalf of the CBO</li> <li>- Has power to take decisions pertaining to the day-to-day affairs of the CBO</li> <li>- Has powers to convene emergency meetings</li> </ul>
<b>Vice President</b>	<ul style="list-style-type: none"> <li>- Assists the President in all responsibilities</li> <li>- In the absence of the President, assume all the responsibilities pertaining to the CBO</li> </ul>
<b>Secretary</b>	<ul style="list-style-type: none"> <li>- Managing and maintaining all documents of the CBO</li> <li>- Preparing the list of members of the CBO</li> <li>- Preparing the agenda for the meetings of the CBO</li> <li>- Recording the minutes of the meetings of the CBO</li> <li>- Maintaining correspondence with government and NGOs</li> <li>- Preparing the annual report of the CBO</li> <li>- Presenting the annual report in the AGM</li> <li>- Working with President and Vice-president in supervising all CBO activities</li> </ul>
<b>Joint Secretary</b>	<ul style="list-style-type: none"> <li>- Assist the secretary in all the activities and will assume the responsibilities of the secretary in the absence of the latter</li> </ul>
<b>Treasurer</b>	<ul style="list-style-type: none"> <li>- Wholly responsible for the financial matters of the CBO</li> <li>- Collection of the membership fee</li> <li>- Managing the expenditure incurred by the CBO</li> <li>- Getting the accounts audited with permission from the President</li> <li>- Preparation of the annual financial statement</li> <li>- Presenting the annual financial statement in the AGM</li> <li>- Maintaining the inventory of the assets of the CBO</li> </ul>
<b>Sub-committee leaders</b>	<ul style="list-style-type: none"> <li>- Develop and implement appropriate programs of the CBO</li> <li>- Form various sub-committees which will be placed in charge of implementing various programs of the CBO</li> <li>- Maintain cordial relationships with community members and networks</li> <li>- Promote cordial relationships with government, donor agencies and NGOs</li> </ul>
<b>Other office holders</b>	<ul style="list-style-type: none"> <li>- Ensure that the activities of the CBO are carried out smoothly</li> <li>- Participate in the meetings of the CBO and to offer necessary guidance and support to facilitate decisions in the meetings</li> <li>- Increase the membership strength of the CBO</li> <li>- Help the community members to obtain government schemes and benefits</li> <li>- Act as conveners of various sub-committees formed by the sub-committee leaders</li> <li>- Protect the interests of the members</li> </ul>

3. Ask the participants to discuss the following questions:

- How should officeholders be elected?
- How long should each officeholder remain in that position?
- What are the conditions for forfeiture of that office?

4. Clarify each of the points above using the following notes:

#### **CBO Executive Committee Elections**

The officeholders of the Executive Committees are to be selected unanimously or through voting. The elections must be conducted at three different levels: sangha-level, taluk-level, and district-level.

#### **Eligibility Criteria for Executive Committee Members**

- Must be a member of the sangha-level group, taluk-level group, or district-level CBO
- Must have paid membership fee
- Must be 18 years or older
- Must not belong to other sangha-level, taluk-level or district-level CBO

#### **Code of Conduct for the Election**

- The CBO shall not enroll new members in the three months preceding an election
- The officeholders of the taluk committees cannot be changed in the three months preceding an election
- Influencing other members of the CBO to vote in favour of any particular candidate, use of force, bribing or any other unfair tactic are prohibited during the election
- The election must be held on dates as fixed by the CBO
- The elected representatives from the sangha-level committees are to select the President, Vice-President, Secretary, Treasurer and other officeholders within the specified period.
- The elected representatives will hold the office and have tenure until the next elections are held.

#### **Tenure**

- Period of two years.
- Of the total number of these Executive Committee Members, only one third of them will change in the second year. In this manner, as new officeholders are added to the CBO Executive Committee every year, those having completed two years in the office will move out.
- In order to get re-elected, members have to be once again selected from the sangha, then the taluk and then to the district. In this manner, they can enjoy a maximum of only three terms (6 years) in the district committee.

#### **Forfeiture of office**

If the officer holder:

- Does not abide by the rules and regulations of the CBO
- Works against the interests of the CBO
- Is medically declared as mentally unsound
- Is convicted by a court of law and punishment for the offence

- Changes their place of residence or place of their occupation to a location outside the operating zone of the CBO
- Misuses their power and authority
- Exploits FSWs and/or indulges in illegal trafficking of women and children

If an elected member is found to be guilty of any of the above, such members are liable to be disqualified and fresh elections may be held. However, if an explanation and proof of innocence is provided to the Executive Committee, and the officer holder is proven innocent, she may be reinstated in her previous position.



## Session 3: Ordinary member roles, responsibilities and rules

### Objective

- To understand that responsibilities for the CBO's activities need to be distributed evenly among its members to achieve its objectives.

### Expected outcome

- The participants will realize the hazards of individual-centered leadership and realize the importance of distribution of responsibilities to achieve the objectives.

### Notes to the Facilitator

A CBO exists for the development of its members and the community. A CBO is not an individually-centered concept or set of actions. A CBO encourages all its members to take the initiative in sharing responsibilities by using opportunities for participation in its activities.

In this session the participants will enact a role-play about deciding on the roles and responsibilities of each CBO member. The instructions for acting out each role are included in Annex 2. One member will be selected as the leader. However, this person will soon be saddled with more responsibilities than the rest of the members. An analysis of this activity should highlight the fact that the CBO will be successful only when responsibilities are evenly distributed among members and are not dependent on a single individual.

### Methodology

Role play.

Clarify the role to be played by each participant in the group before beginning the role-play exercise. How to act out the individual roles, the dialogues to be used by various actors, and the timing, must be practiced by the group members.

### Time

1 hour and 30 minutes

### Materials Required

Copies of the role play with instructions

### Activity Steps

1. Select participants to role play a situation in which FSWs are participating in a CBO meeting to discuss various health issues concerning the community and then begin exploring membership criteria.
2. Ask the other participants to discuss what should be the criteria for membership in a CBO, how much membership fees should be, what the roles and responsibilities of ordinary members should be and what should happen if members do not fulfill these roles and responsibilities.
3. Ask the performers to present the following role play:

The meeting begins in the presence of the President and Vice-President of the CBO. The members begin to discuss problems caused by PHC staff neglecting the health needs of the community members. After a while, one of members gets up and tells the gathering that discussion about the health problems has been going on for too long and demands to talk about bad road conditions and about the lack of a bus service in the village. Another member interrupts and starts complaining about the drainage problems faced in her neighbourhood. There is a lot of confusion in the meeting. The President then calls the meeting to order and reminds the group that today's agenda is essentially to discuss health issues. The President then asks the group if they want the CBO to function well. All members answer him saying yes, they want the CBO to be strong. The vice president says that for that to happen there has to be good members. Another member responds saying that there are many new members who do not know all the rules and regulations of the CBO. The President responds saying that this is an important matter and he will answer questions concerning membership and roles and responsibilities later in the meeting under 'Any Other Business' on the agenda. All the members agree with her.

When all the health-related discussion is over, the Vice president notes that membership is one of the most important things for members to know about. She asks a woman who has been a member for a long time to share her experiences with the new members. She says that she became a member only after paying the required membership fee and obtaining a receipt for the payment. From then on she had to attend the CBO meetings and abide by its rules and regulations. One member asks the group if membership is permanent. The Vice

president replies saying it is, but there are situations when a member could be disqualified. Another member asks when this could happen. The Vice president responds saying according to the CBO rule when any member remains absent for the last three meetings without giving any valid reasons for her absence, then she can be disqualified. Additionally, if any member indulges in spreading negative rumors about the affairs of the CBO, or engages in illegal activities, then that member would also be disqualified. The members agree that it is important to stick to the rules of the CBO.

4. After the role play ends ask the participants to discuss the following questions:

- What happened in this meeting?
- Why was there so much confusion?
- What are some of the membership criteria that need to be followed?
- In what ways can a member forfeit her privileges?

5. Clarify each of the points above using the following notes:

### **Eligibility criteria for CBO membership**

There are some essential eligibility conditions for CBO membership and these must be adhered to while enrolling members. Only FSWs can be members of this CBO. Those working in the site level must become the members of the site-level sanghas. Every member must be 18 years of age.

From each sangha, two members will be democratically elected to represent the taluk committees. Taluk committees cannot suggest any names from the site-level sanghas to be directly elected as taluk committee representatives.

### **Membership fees**

An eligible FSW cannot automatically join the CBO. To be considered as a member of the CBO she must pay the required membership fee as indicated in the bylaws and obtain a receipt. There are usually two different types of membership fees. Some CBOs have a fixed membership fee, which has to be paid every year for renewal of membership. Others provide life memberships to their members.

### **Roles and responsibilities of members**

Ordinary members are the very life and soul of any group. The CBO can only function successfully when its members are efficient, committed and honest in their work. Many CBOs have certain roles and responsibilities for their members that can be summed up as:

- Regular and active participation in the meetings
- Cooperate to ensure that meetings are conducted smoothly
- Assist in developing constructive programs to achieve the objectives
- Participate in helping the CBO to function and move on the right track
- Participate in the decision making processes
- Participate in voting to ensure that those eligible members who are concerned and committed are elected as the officeholders
- Adopt an impartial and non-partisan attitude towards other members
- Cooperate in the maintenance of essential documents and accounts
- Support the officeholders to ensure proper running of the CBO
- Make an effort to resolve any conflicts and rectify any mistakes within the CBO
- Avoid creating controversies regarding the CBO
- Strive for enhancing the status and respect of the CBO

### Cancellation of Membership

Getting membership of a CBO does not necessarily mean that this membership is permanent. If a member does not discharge her duties and responsibilities her membership is liable to be terminated. A member may be disqualified for the following reasons:

- Not complying with the rules and regulations of the CBO
- Indulging in activities which are detrimental to the interests of the CBO
- A medical declaration that a member is of unsound mind
- Conviction by a criminal court
- When the member changes her residence or place of occupation which is outside the geographical area of functioning of the CBO



## Session 4: Developing an action plan

### Objective

- To understand the meaning and importance of developing an action plan to achieve the objectives of the CBO.

### Expected outcomes

- The participants will develop an outline for an action plan with clearly stated milestones for future reference.
- The participants will use the action plan to implement the activities in their community.

### Notes to the Facilitator

For any endeavor to be successful, proper planning is very important. The planning done to achieve the objectives of the CBO is called an action plan. The participants can develop an action place by putting into practice what they have learned using their past experience and knowledge about their community. To do this they must answer some questions pertaining to exactly what an individual or group will do, and how to get things done. They must also have an idea about the resources, both financial and human, that are available for these planned activities. This pre-planning will make the CBO's objectives come true. Review Section 2, Session 3 (Objectives of the Community-based Organization), to remind the participants about the process of developing objectives and what objectives they decided on.

### Methodology

Discussion and small group work.

### Time

1 hour and 30 minutes

### Materials Required

Large sheets of paper and marker pens

### Activity Steps

1. Tell the participants that they began the process of developing an action plan during Section 2, Session 3 of this workshop. Remind the participants that they discussed two possible short-term Objectives: (1) building linkages with other organizations to get health education and health services; and (2) raising literacy levels among their members.

2. Tell the participants that they need the following information to make an action plan to achieve any objective. List this information on a piece of paper in the front of the training area:

- Identify the objective
- List ideas for activities to achieve that objective (there usually will be more than one)
- For each activity decide:
  - Where the activity will take place?
  - Who will be the leader? Who will help the leader?
  - Who will the target audience be?
  - What resources are needed, both human and financial?
  - When it will take place?
  - How you will know it has been successful?

4. Ask the participants to form two small groups. Give each group one of the short-term objectives to develop an action plan for. Give each group some large sheets of paper and some sketch pens and tell them to make an action plan using the list at the front of the training room.

5. Give each group approximately 45 minutes to discuss and write down their action plan. Then ask each group to choose a person to present their action plan to the larger group.

6. After the presentation, ask the other group to make comments and suggestions. Now ask the other group to present their action plan and get comments from the first group.

7. Make any changes to these two action plans and encourage the participants to implement these plans in their communities.

## Annex 1: Traits within society pictures



1. Rich young men teasing and exploiting the poorer women.



2. A land lord standing near his irrigated farm and the landless poor working for him.



4. Differences in the wages of women and men.



5. Migration of unemployed laborers.



3. The gap between the rich and the poor.



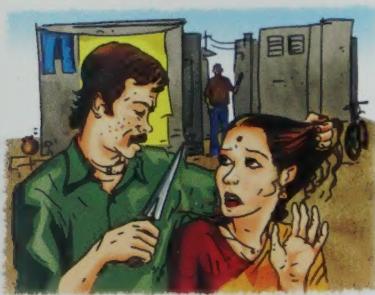
6. Domestic violence.



7. Pimps making money at the sex worker's expense.



8. Discrimination in villages on the grounds of caste and class. In some villages of India access to water is denied to people from 'low' caste.



9. Violence and abuse of women especially female sex workers.



10. Child marriage

## Annex 2: Role play instructions for CBO member roles, responsibilities and rules

### Role-play instructions

The following roles need to be enacted by the participants:

President  
Vice president  
Member 1  
Member 2  
Member 3  
Member 4

### Script

President: We welcome you all to this day's meeting.

Vice President (VP): Yes, good morning to all. Today's agenda is to discuss the issues concerning health. Some of our women have been denied services.

**Member 1:** There are many problems that women are facing at the PHC. The services are not being offered by the staff and many women have been denied medicines. Something should be done about it.

**Member 2:** Every time we come for the meeting we are only talking about health. There are many more issues that we need to discuss about. The bus service in the village has been stopped and the roads are terrible. These things have been left unattended to. Why can't we discuss these relevant issues instead?

**Member 3:** I have another concern that is more important. There has been a drainage leakage in my neighborhood and it's made it impossible for us to live there. Let us discuss how to resolve that.

**President (to the VP):** Why are these women discussing all this now when our agenda clearly states we ought to be talking about health today.

**VP (to President):** I have no idea why they are creating this confusion.

**President:** This meeting is essentially to discuss health issues and certain other aspects of CBO functioning. Do you all want your CBO to function well?

**All members:** Yes, we all want to see our CBO strong.

**Vice President:** In that case we all should follow certain rules and regulations and cooperate with each other in following them.

**Member 3:** Well, I recently joined the CBO after paying the membership fee. I am new and don't have much information about the rules and regulations. Can you tell me what they are?

**Member 4:** There are quite a few new members who have recently joined the CBO. It would be good for all of them to be briefed about the CBO's rules and regulations.

**President:** That is a good suggestion. Today we could discuss a few issues concerning membership and roles and responsibilities of the CBO members. We don't have time to talk about all the rules today. We can bring that up in the next meeting.

Few members (in unison): That is a good idea.

Vice president: If you all agree, we could begin with an important issue of membership. May be an old member of this CBO present here can share about it with the others.

Member 4 lifts her hand and starts talking to the group

**Member 4:** I have been a part of this CBO for two years now. Membership is very important. In order to become a member every woman has to belong to the community and has to pay a fixed membership fee to the CBO. There are two kinds of memberships- Annual membership where the member has to pay a fixed amount every year and renew the membership annually and the second is Life membership where a one time payment is done by the person and no renewal is required. She will be given a receipt for every payment she has done.

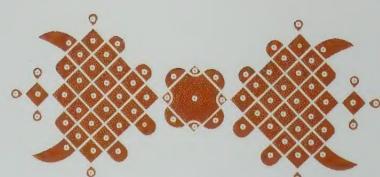
**Member 3:** Once you take a life membership, does it mean that you are a member for your entire life?

Vice president: Yes. But there are chances that a member can be disqualified.

**Member 3:** When are they disqualified?

**Vice President:** According to the CBO rule, when any member remains absent for the last three CBO meetings without giving any valid reasons and if she indulges in spreading negative rumors about the affairs of the CBO as well as engages in illegal activities, then she would be disqualified.

**Member 3:** Alright. Thanks for sharing.







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